

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY / DIVISION OF GRANTS JAN 23 PM 3:56 2014 </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name New Caney ISD	Vendor ID # 74-6019972	Mailing address line 1 21580 loop 494	
Mailing address line 2	City New Caney	State TX	ZIP Code 77357-
County- District # 170908	Campus number and name	ESC Region # 6	US Congressional District # 2,8,36
			DUNS # 072197676

Primary Contact

First name John	M.I. C	Last name Emerich	Title Executive Dir. of Administration
Telephone # 281-577-8600		Email address jemerich@newcaneyisd.org	FAX # 281-354-2639

Secondary Contact

First name Stephanie	M.I. C	Last name Israel	Title Director of Grants
Telephone # 281-577-8600		Email address sisrael@newcaneyisd.org	FAX # 281-354-2639

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name John	M.I. C	Last name Emerich	Title Executive Dir. of Administration
Telephone # 281-577-8600		Email address jemerich@newcaneyisd.org	FAX # 281-354-2639
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-14-101-108

Schedule #1—General Information (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

New Caney ISD would like to implement the use of the National Institute for Excellence in Teaching (NIET) Teacher Advancement Program (TAP) at two new campuses. Currently, New Caney ISD has adopted the TAP model of school reform at 6 of our 14 regular campuses; one high school (9-12), both middle schools (7-8), and 3 elementary schools. In 2014-15 we will be opening a brand new middle school and converting our current 6th grade campus to a full middle school – the net effect is expansion from two 7-8 middle schools to four 6-8 middle schools. Since both existing middle schools operate as TAP campuses, and the 6th grade campus has participated in the TEA alternative evaluation program using the NIET rubric, we would like to have all four middle schools operate under the full TAP model.

Our proposal is designed utilizing the TAP System as the primary model in partnership with the NIET. TAP is a comprehensive, research-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. TAP balances a rigorous accountability system with strong support for teachers and school leaders. The program provides career advancement opportunities for teachers—including additional compensation for increased responsibilities and duties – as well as time for ongoing applied professional growth during the school day. TAP was developed by Lowell Milken and colleagues at the Milken Family Foundation to address the challenge of attracting, developing, and retaining talented teachers in high-need schools. First implemented in the 2000-01 school year, TAP is now operated by the NIET.

TAP is a proven, cost-effective teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive, differentiated compensation for teachers. TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and has increased the retention of effective teachers while reducing the retention of ineffective teachers (Daley & Kim, 2010). The goals of EEIP closely align to the mission and design of TAP™: The System for Teacher and Student Advancement. TAP enables schools to customize their support for teachers and students to meet local needs, but it has the advantage of using proven implementation strategies to ensure success. With almost 15 years of operation in the field, many challenges in performance-based compensation systems and their related support systems have been successfully addressed by TAP schools.

The TAP System addresses the most important element in a school - human capital - by working with teachers and principals to systematically increase their skills and thereby increase student achievement. Many school systems have tried to increase teacher effectiveness by addressing only one aspect of the problem, such as teacher evaluation. They have discovered that while they often may solve this aspect of the problem, another is created. For example, a new teacher evaluation tool may not result in substantial change without a sufficient number of trained and certified evaluators to apply the tool. A sufficient amount of time must also be available in the schedule for meaningful evaluation to occur. TAP approaches the multifaceted problem of teacher and principal effectiveness with a multifaceted, aligned approach. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

With the proven implementation of the TAP System in our existing middle schools, expansion of the program will be critical to hiring high-quality teachers at the two new campuses. Also, several staff members will be reassigned from the two current TAP middle schools to the two new campuses due to realignment of attendance zones and grade spans. This bolsters our need for expansion of the TAP model – to keep the momentum of the reform efforts by maintaining consistency of instruction and expectations across all middle school campuses and ensuring that teachers at the current TAP campuses will continue to receive the support they are receiving currently. As part of the district strategy to improve teacher quality and student achievement, it is also imperative that this project aligns with other successful district, state, and federal initiatives to achieve maximum potential.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To ensure excellence and academic rigor for every young person who walks in their doors, all NCISD middle school campuses will use the TAP model to improve student achievement and educator effectiveness. In particular, participating schools will offer the following:

- opportunities for appropriate and consistent staff development for all faculty;
- opportunities to reward effective teachers and principals above their traditional salaries;
- one-on-one mentors to enhance reflection of teaching practices;
- continued growth in creating a professional learning community;
- use of data driven instruction and planning; and
- an accountability system needed to monitor rigor throughout daily instruction.

Each of these schools will institute a system that provides differentiated levels of compensation based at least 50% on student achievement of the campus. The other portion of a teacher's differentiated pay comes from classroom observations using a consistent, rigorous rubric that will be conducted at least three times during the school year. Finally, teachers will be monetarily rewarded for remaining in the classroom while taking on additional responsibilities and leadership roles as Master and Mentor teachers.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 170908				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$645800	\$0	\$645800	\$678976	\$0	\$678976	\$678976
Schedule #8	Professional and Contracted Services (6200)	6200	\$27500	\$0	\$27500	\$27500	\$0	\$27500	\$27500
Schedule #9	Supplies and Materials (6300)	6300	\$33176	\$0	\$33176	\$0	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$28200	\$0	\$28200	\$28200	\$0	\$28200	\$28200
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$734676	\$0	\$734676	\$	\$0	\$734676	\$734676
Percentage% indirect costs (see note):			N/A	\$0	\$17368	N/A	\$0	\$17368	\$17368
Grand total of budgeted costs (add all entries in each column):			\$734676	\$0	\$752044	\$734676	\$0	\$752044	\$752044
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$734676			\$734676			
Percentage limit on administrative costs established for the program (10%):			x .02364			x .02364			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$17368			\$17368			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 170908			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher	2		\$110000	\$110000	
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director			\$	\$	
5 Project coordinator			\$	\$	
6 Teacher facilitator	4		\$220000	\$220000	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15			\$0	\$0	
16			\$0	\$0	
17			\$0	\$0	
18	Subtotal employee costs:		\$330000	\$330000	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112	Substitute pay		\$1000	\$1000	
20 6119	Professional staff extra-duty pay		\$288000	\$321176	
21 6121	Support staff extra-duty pay		\$	\$	
22 6140	Employee benefits		\$26800	\$26800	
23 61XX	Tuition remission (IHEs only)		\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$315800	\$348976	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$645800	\$678976	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	NIET CODE (2 x \$2000)	<input type="checkbox"/>	\$4000	\$4000
2	NIET Portal (2 x \$2000)	<input type="checkbox"/>	\$4000	\$4000
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$8000

\$8000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Onsite support and training from NIET staff		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: \$1550 per day for onsite support			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$19500	\$19500
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$19500	\$19500	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 170908

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 170908		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$19500	\$19500
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$8000	\$8000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$19500	\$19500
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$27500	\$27500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 170908					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Camera 'Rigs'	Video best practice	20	\$1000	\$33176	\$0
	2	iPads	Online mgmt. of evaluations	24	\$500		
	3	TAP eval app	Manage evaluations online	24	\$49		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$	\$
Grand total:						\$33176	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 170908		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$5200	\$5200
	Specify purpose: NIET TAP national conference		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$23000	\$23000
Grand total:		\$28200	\$28200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 170908

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 4951

Category	Number	Percentage	Category	Percentage
African American	86	3.07%	Attendance rate	96%
Hispanic	1443	51.57%	Annual dropout rate (Gr 9-12)	NA%
White	1185	42.35%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	78%
Asian	33	1.18%	TAKS commended 2011 performance, all tests (sum of all grades tested)	13%
Economically disadvantaged	1776	63.55%	Students taking the ACT and/or SAT	NA%
Limited English proficient (LEP)	377	13.47%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	42	1.50%	Average ACT score (number value, not a percentage)	NA

Comments

The demographics noted above and below represent current data from all 6-8 grade students and staff in the district. The two new campuses we wish to serve are not yet in existence, therefore, the exact student demographics cannot be compiled at this time.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	7	3.89%	No degree	0	0%
Hispanic	23	12.78%	Bachelor's degree	156	86.67%
White	150	83.33%	Master's degree	23	12.78%
Asian	0	0%	Doctorate	1	.56%
1-5 years exp.	100	55.66%	Avg. salary, 1-5 years exp.	48,387	N/A
6-10 years exp.	32	17.78%	Avg. salary, 6-10 years exp.	50,146	N/A
11-20 years exp.	33	18.33%	Avg. salary, 11-20 years exp.	53,131	N/A
Over 20 years exp.	15	8.33%	Avg. salary, over 20 years exp.	60,047	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								473	459	440					
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								473	459	440					

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								27	33	42					
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								27	33	42					

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Development of the needs assessment for middle school instruction in NCISD has been an ongoing process for several years. For the past 12 years, NCISD has operated two middle schools. These campuses served grades 6-8 upon opening, and performance of these campuses consistently ranged near or below the state average for these grade levels. To address the need to increase student performance, in 2008 the district realigned the middle schools, keeping grades seven and eight at the two middle schools and opening a separate campus solely for students in grade 6. The first year under this realigned middle school model resulted in a dramatic increase in the performance of the district's sixth grade students, but the two middle schools continued only meeting minimum expectations. Teams of campus and district level staff met and identified the need to change campus culture and increase teacher effectiveness as priorities.

As the priorities for change at the middle school level were being identified, the district was introduced to a system of school reform called TAP, which included the key elements of job embedded professional development and a restructuring of school leadership. The district realized that this model addressed the priorities which had been identified at both 7-8 middle schools. After presenting the program to the teachers at the campuses, voting occurred among the staff and the program was adopted by both campuses. The program has been a huge success, with the culture changing due to (1) the shared leadership of administrators and teacher leaders; (2) teachers realizing the opportunities for career pathways and advancement; and (3) an active, ongoing, coordinated schoolwide effort toward increasing student achievement. In 2012-13, not only did our middle school students achieve above the state averages, but they performed better than our elementary campuses in several indicators for the first time in history. Analysis of this data indicated the results could be attributed, in part, to the ongoing professional development taking place on the campuses as a part of the TAP model.

Concurrent with the realignment of our middle schools and the implementation of TAP at the 7-8 grade campuses, NCISD has continued to grow and it has become infeasible to operate one campus solely for the district's 6th grade students. Additionally, the two middle schools have reached capacity for enrollment. To address these needs, a bond was passed in 2012, and the district will open a new middle school next year and convert the current 6th grade campus to a fourth middle school, with all campuses returning to a grades 6-8 middle school model.

Many positive changes have been experienced with the implementation of TAP at the current middle school campuses. With the opening of two new middle schools, staff members at these campuses will be reassigned to the two new middle schools. The district desires to duplicate the continued improvement in student performance at the two new campuses, continue a program that rewards teachers both monetarily and with opportunities for career advancement, and ensure continuity among the four middle schools. Therefore, the decision was made to seek ways to implement TAP at the two new campuses.

The district is and will continue to be facing increased financial obligations with the rapid growth we are currently experiencing. Opening two new secondary campuses in 2014-15 is staff intensive and further strains our financial situation, so we are seeking resources to fund full implementation of TAP at the two new middle school campuses, with the hopes that the success experienced at our current middle schools will be replicated at these campuses.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Expansion of the TAP System to New Caney and Woodridge Forest Middle Schools	The TAP System encompasses the EEIP required program practices of Induction & Mentoring; Evaluation; Professional Development & Collaboration; and Strategic Compensation & Retention, as well as the Career Pathways preferred practice. Implementation of the EEIP grant program would provide a funding opportunity which would ensure adequate expansion of the TAP program to the district's two new middle schools.
2.	Career pathways for current teachers	Implementation of the EEIP grant program would provide current teachers with opportunities to become master and/or mentor teachers. Master and mentor teachers have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. The grant would provide funding to pay the salary for two master teachers per campus. In addition, the master and mentor teachers will receive additional compensation paid for by EEIP funds.
3.	Enhanced professional development opportunities embedded into the school day	Implementing the TAP System into the two new middle schools would provide for embedded professional development opportunities during the school day at these campuses, including TAP Leadership Team (TLT) meetings, Cluster group meetings with master and mentor teachers, and individual coaching, mentoring, and modeling opportunities in classrooms as needed.
4.	Implementation of technology-based evaluation tools	Classroom observations are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) three or more times per school year. Implementation of the EEIP grant will provide for the purchase of camera 'rigs' which can be used to record best practice lessons, as well as iPads and the TAP evaluation app which can be used by TLT members during teacher evaluations. Funds will also be used to access the TAP data management system (CODE) and the Portal within which best practice lessons can be reviewed.
5.	Additional and differentiated compensation opportunities for staff	Implementation of the EEIP grant will provide the opportunity for additional compensation to be given to master and mentor teachers (\$10,000 and \$5,000 respectively). Additionally, differentiated compensation will be available to all staff members participating in TAP, based on overall student achievement on the campus along with classroom observations conducted by TLT members.

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Schedule #14—Management Plan

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of Administration	Over a decade of experience managing grants and programs. Will oversee all aspects of the grant both programmatic and budgetary.
2.	Executive Director of Instruction	Oversees all the district instructional programs and staff. Will be the primary contact for instructional aspects of the program.
3.	Accounting Supervisor	Business office contact who will conduct all budgetary reporting.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Transform teaching practices on participating campuses	1. Teachers learn new instructional rubric	09/01/2014	10/31/2014
		2. Peer evaluations	09/01/2014	04/30/2015
		3. Self-evaluation/reflection practices	09/01/2014	04/30/2015
		4. Observations lead to reinforcement of best practices	09/01/2014	04/30/2015
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Devise a school plan that addresses needs of campus	1. Disaggregate campus data	06/01/2014	08/31/2014
		2. Develop a school goal	07/01/2014	08/31/2014
		3. Develop cluster cycle goals, outcomes, activities	07/01/2014	08/31/2014
		4. Use of assessments that measure periodic growth	09/01/2014	04/30/2015
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Develop leadership capacity among staff members	1. Select master teachers	05/01/2014	05/31/2014
		2. Select mentor teachers	06/01/2014	06/30/2014
		3. Develop cluster groups	06/01/2014	08/31/2014
		4. All TLT members trained/certified	06/01/2014	08/31/2014
		5. Attend weekly leadership meetings	09/01/2014	05/31/2015
4.	Ongoing support and training for teachers	1. Weekly professional development (cluster)	09/01/2014	05/31/2015
		2. Ongoing coaching by mentor and master teachers	09/01/2014	05/31/2015
		3. Identify effective strategies through field testing	09/01/2014	04/30/2015
		4. Evaluate strategies through sampling	09/01/2014	04/30/2015
		5. Effective teaching practices are modeled in cluster	09/01/2014	05/31/2015
5.	Academic achievement is increased	1. Cluster goals are met	10/31/2014	05/31/2015
		2. Campus goal is met	09/01/2014	05/31/2015
		3. Teachers meet SKR goals	09/01/2014	05/31/2015
		4. Students assessment results show added value	09/01/2014	06/30/2015
		5. Performance payout for staff	06/30/2015	08/31/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NCISD currently has several measures in place to monitor the attainment of goals and objectives. The proposed system we will be using under the EEIP grant (TAP) also includes several built-in measures to ensure goals and objectives are met.

Under the TAP System, each campus develops a school goal based on review of historical assessment data. To ensure that the goal is attained, the school year is then broken into four parts called cluster cycles. Each of these cycles has its own individual objective that is the focus of schoolwide efforts during the cycle. By 'chunking' the school goal in this manner, all involved have a refined focus, thus making the goal easier to obtain, as well as making it easier to identify if cluster cycle efforts are in need of refinement to reach the larger goal. The structure of the shared leadership on the TAP campus also is a feature that ensures monitoring of the goals and objectives not only occurs, but does so with input from multiple stakeholders. The leadership team consists of the mentor teachers, the master teachers, and the campus administrators. This TAP Leadership Team (TLT) meets weekly to monitor the progress toward meeting the cluster cycle and school goals. At the campus level, any necessary changes to established goals can be communicated to the staff in a timely fashion, as they all also meet weekly with their mentor and master teachers in a 'cluster' group.

At the district level, our Instruction Department has been trained in the use of the TAP system and instructional rubric. This allows all guidance from the department to be filtered through the lens of the program and also ensures an additional source for monitoring efforts. Additionally, district grant and program staff members, which includes members of the Superintendent's Cabinet, have also received TAP training, so monitoring of the program and budgets occurs with fidelity to the program while also ensuring ongoing communication to other appropriate stakeholders occurs.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NCISD has several existing, ongoing efforts that relate directly to the proposed project. The TAP model is in place at six campuses, and is funded with the assistance of a Teacher Incentive Fund (TIF) grant. The district has also recently received additional funds through a SEED grant/partnership with Texas Tech University, which will allow the TAP program to continue at these campuses after the TIF funds expire. These new funds will not only allow the TAP program to continue but also will incorporate new elements that will provide additional professional growth opportunities for teachers in the form of scholarships for advanced certificates that can be applied to graduate degrees, equipment which can be used to video instruction which will then be utilized as a tool for self-reflection, and a 'Grow Your Own' program for induction of new teachers into the district. Because our two existing middle schools are part of these initiatives, we feel it is imperative to expand our efforts and have the two new campuses also participate in TAP. Without the EEIP grant funds, full implementation of these efforts will be financially impossible.

Additionally, NCISD has been on the forefront of exploring and utilizing ways to encourage and reward best practice with performance pay, participating in TEA's TEEG and DATE programs since their inception. Our work with these programs has confirmed that the TAP model is the most effective way to administer such a program while having a positive effect on school culture and increasing student achievement.

With an eye toward sustainability, NCISD currently has two campuses voluntarily participating in the TEA alternative appraisal pilot program and are using the NIET evaluation rubric on these campuses. Using the data gathered from this experience, along with those from our six TAP campuses, we plan on developing a model for all of our campuses in the future that balances best practice with what is financially feasible for the district.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Progress toward Cluster Cycle Goals	1.	Student achievement on CBAs
		2.	Teacher implementation of modeled lessons in the classroom
		3.	Teacher fidelity to cluster cycle goal as indicated by evaluations
2.	Progress toward School Goal	1.	Student achievement on CBAs
		2.	Student achievement on state assessments
		3.	
3.	Teacher Retention	1.	Reduced number of resignations, retirements, and transfers
		2.	
		3.	
4.	Teacher Evaluation	1.	Improvement of evaluation scores as school year progresses
		2.	Indications of fidelity to the TAP model
		3.	Best practices observed during evaluations
5.	Performance Payout	1.	Schools meet school goal and obtain school achievement payout
		2.	Teachers obtain payout based on evaluation scores
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district testing coordinator, as well as campus and district administrators will collect and distribute data related to student achievement on CBAs (benchmarks), as well as state assessments. Campus registrars will provide information related to student attendance data. The TAP Leadership Team (TLT) will collect and review data related to progress toward the cluster cycle and school goals, as well as the teacher evaluation piece, as they will be conducting the evaluations for TAP participants. The number of TAP participants will be determined at the campus level, and district administrators will collect and monitor that information.

Should problems occur with project delivery, the district will work directly with the parties with whom the problems have occurred. This might involve work with the middle school campuses, or with NIET, our partner in the implementation of the TAP system in NCISD. As we currently have a positive working relationship with NIET, we anticipate that any problems that are identified which involve them can be addressed through the campus administrators, TLT members, or individual teachers, as needed and appropriate.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The district's schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success.

Master and mentor teacher training

As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time

The master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) three or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers on participating campuses will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from three or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) three or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires three annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

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Responsibilities survey. Leadership performance standards are established for master, mentor, and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example Indicator from the Responsibilities survey.

Indicator on the Responsibilities Survey - "Growing and Developing Professionally"

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiple times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Additional factors. All teachers' evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.

Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale (see p. 25 for an example indicator). The scores from the three or more observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional teacher evaluation systems.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The districts' master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success.

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Participating schools included in this project are committed to implementing this high-impact model of professional development.

Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

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Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the “critical attributes” - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from “lighter” coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP System. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade- or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers, and Principals

Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

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At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

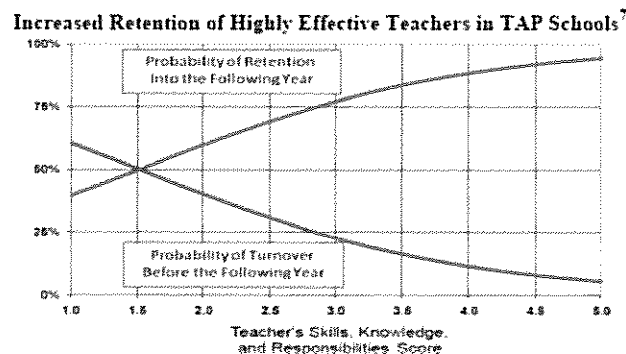
Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The TAP System rewards teachers, principals, and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. Teachers earn performance-based compensation based on evaluation measures: school-wide value added, and SKR scores. The participating schools will establish a dollar amount per teacher into an annual performance award fund. Performance awards will be based on the following weights: 50% for the average teacher evaluation score, 25% school-wide growth measured by the Index 2 (Student Progress) calculations established by the Texas Accountability System, 25% schoolwide goal measured by the Index 3 (Closing Performance Gaps) calculations established by the Texas Accountability System.

Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases; differentiating incentives and ensuring performance awards are of sufficient size to affect behavior. The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."



TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's *individual* performance incentives are comprised of school-wide added value and SKR scores. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

Research shows performance incentives in the range of 8% are effective:

- Odden & Wallace (2007) recommend a range of 4 - 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that.

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- A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:

- The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses above that were perceived as more successful by the private sector companies using them (McAdams & Hawk, 1994).
- Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools to adopt the same model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, Educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In a TAP school, "career teachers" are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the master and mentor teachers are responsible for providing professional development through cluster group meetings, TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Development of the needs assessment for middle school instruction in NCISD has been an ongoing process for several years. For the past 12 years, NCISD has operated two middle schools. These campuses served grades 6-8 upon opening, and performance of these campuses consistently ranged near or below the state average for these grade levels. To address the need to increase student performance, in 2008 the district realigned the middle schools, keeping grades seven and eight at the two middle schools and opening a separate campus solely for students in grade 6. The first year under this realigned middle school model resulted in a dramatic increase in the performance of the district's sixth grade students, but the two middle schools continued only meeting minimum expectations. Teams of campus and district level staff met and identified the need to change campus culture and increase teacher effectiveness as priorities.

As the priorities for change at the middle school level were being identified, the district was introduced to a system of school reform called TAP, which included the key elements of job embedded professional development and a restructuring of school leadership. The district realized that this model addressed the priorities which had been identified at both 7-8 middle schools. After presenting the program to the teachers at the campuses, voting occurred among the staff and the program was adopted by both campuses. The program has been a huge success, with the culture changing due to (1) the shared leadership of administrators and teacher leaders; (2) teachers realizing the opportunities for career pathways and advancement; and (3) an active, ongoing, coordinated schoolwide effort toward increasing student achievement. In 2012-13, not only did our middle school students achieve above the state averages, but they performed better than our elementary campuses in several indicators for the first time in history. Analysis of this data indicated the results could be attributed, in part, to the ongoing professional development taking place on the campuses as a part of the TAP model.

Concurrent with the realignment of our middle schools and the implementation of TAP at the 7-8 grade campuses, NCISD has continued to grow and it has become infeasible to operate one campus solely for the district's 6th grade students. Additionally, the two middle schools have reached capacity for enrollment. To address these needs, a bond was passed in 2012, and the district will open a new middle school next year and convert the current 6th grade campus to a fourth middle school, with all campuses returning to a grades 6-8 middle school model.

Many positive changes have been experienced with the implementation of TAP at the current middle school campuses. With the opening of two new middle schools, staff members at these campuses will be reassigned to the two new middle schools. The district desires to duplicate the continued improvement in student performance at the two new campuses, continue a program that rewards teachers both monetarily and with opportunities for career advancement, and ensure continuity among the four middle schools. Therefore, the decision was made to seek ways to implement TAP at the two new campuses.

The district is and will continue to be facing increased financial obligations with the rapid growth we are currently experiencing. Opening two new secondary campuses in 2014-15 is staff intensive and further strains our financial situation, so we are seeking resources to fund full implementation of TAP at the two new middle school campuses, with the hopes that the success experienced at our current middle schools will be replicated at these campuses.

Implementing the TAP program at the two new middle schools without EEIP grant funds will be impossible for NCISD. The grant funds are needed to fund the salaries for four master teachers, along with additional compensation for the master and mentor teachers. There is no other funding stream for these positions and stipends, as our local funds are fully budgeted and only the district's elementary campuses receive Title I funds. Additionally, there are no funds to purchase the technology needed for evaluation purposes, or to provide strategic, differentiated compensation to staff for student achievement and evaluation performance efforts. Without the EEIP grant funds, TAP will not be expanded to the two new middle schools.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April –May 2014

Master and mentor teacher positions filled

June –August 2014

All TLT members receive CORE and evaluation training

TLT members attend TSI training

Cluster groups selected

Teacher evaluation schedule developed

School goal developed

Cluster cycle goals developed (each nine weeks)

September 2014

School begins

Teachers spend first cluster cycle learning the new evaluation rubric

Practice evaluations begin

October 2014 – April 2015

Evaluation window open

September 2014 –May 2015

TLT meets weekly

Teacher meet weekly in cluster meetings (job embedded professional development)

Filed testing takes place

Formative student assessments given

Spring 2015

State testing takes place

May- June 2015

SKR scores are calculated

June –August 2015

Performance payout occurs

Year 2

Cycle is repeated

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170908

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staffing for the two new middle schools has not yet been finalized; thus, a direct vote of these stakeholder groups is not possible prior to submission of this grant application. However, since a majority of the staff at these campuses will be comprised of those currently on the two middle school campuses which are implementing this reform model, evidence of support is found in the original votes which occurred on these campuses to implement TAP. Retention of staff at these campuses has been high, so it has been determined that participation in TAP will be accepted by the staff at the new campuses.

The details of the EEIP grant were discussed with district and campus administrators, and it was determined that applying for the grant was essential, and that grant activities would be most effective targeted at the two new middle schools. The details of the grant and the initiative were then explained to the District Level Advisory Committee (DLAC) which includes staff from every campus in the district. A vote was taken on the proposal to apply for the grant, as well as to target the grant at expansion of the TAP program to the two new middle schools. The proposals passed unanimously.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campuses participating in the EEIP will be Woodridge Forest Middle and New Caney Middle Schools, both of which will be opening in 2014-15. These campuses join the two existing middle schools, White Oak and Keefer Crossing, along with New Caney High, and Porter, Valley Ranch, and Aikin Elementary Schools in implementing a program which is similar to EEIP but funded by other grants.

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